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| **Common Core Georgia Performance Standards – ELA**  **Reading Foundational** | | | | | | |
| **Print Concepts** | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **ELACC RF1 Demonstrate understanding of the organization and basic features of print.** | |  |  |  |  |
| 1. \*Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print. 4. \* / \*\*Recognize and name all upper- and lowercase letters of the alphabet. | a Recognize the distinguishing features  of a sentence (e.g., first word,  capitalization, ending punctuation). |  |  |  |  |
| **Phonological Awareness** | **ELACC RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** | |  |  |  |  |
| 1. \*Recognize and produce rhyming words. 2. \*Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) 5. \*\*Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | 1. Distinguish long from short vowel sounds in spoken single-syllable words. 2. \*\*\*Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 4. \*\*\*Segment spoken   single-syllable words into their complete sequence of individual sounds (phonemes). |  |  |  |  |

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| **Phonics and Word Recognition** | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **ELACC RF3: Know and apply grade-level phonics and word analysis skills in decoding words.** | | | | | |
| 1. \*Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. 2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 3. \*\*Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | 1. Know the spelling-sound correspondences for common consonant digraphs. 2. Decode regularly spelled one-syllable words. 3. Know final –e and common vowel team conventions for representing long vowel sounds. 4. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 5. \*\*\*Read words with inflectional endings. 6. Recognize and read grade-appropriate irregularly spelled words. | 1. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2. Know spelling-sound correspondences for additional common vowel teams. 3. \*\*\*\*Decode regularly spelled two-syllable words with long vowels. 4. Decode words with common prefixes and suffixes. 5. Identify words with inconsistent but common spelling-sound correspondence 6. \*\*\*\*Recognize and read grade-appropriate irregularly spelled words. | 1. +Identify and know the meaning of the most common prefixes and derivational suffixes. 2. +Decode words with common Latin suffixes. 3. +Decode multisyllable words. 4. Read grade-appropriate irregularly spelled words. | 1. ++Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | |

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| **Fluency** | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **ELACC RF4: Read with sufficient accuracy and fluency to support comprehension.** | | | | | |
| 1. \*\*Read **emergent-reader texts** with purpose and understanding. | 1. Read grade-level text with purpose and understanding. 2. \*\*\*/ \*\*\*\*Read **grade-level text** orally with accuracy, appropriate rate, and expression. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   . | | 1. +Read grade-level text with purpose and understanding. 2. +Read grade-level **prose and poetry** orally with accuracy, appropriate rate, and expression. 3. +/ ++Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | |

**Early Intervention Program Rubric Grades K-5 (Foundational Skills Standards are the only ones listed below.)**

**Please refer to EIP suggested rubrics for a more comprehensive list of entry standards. These are suggested standards for qualifying students for EIP. Students would exhibit a lack of understanding of the following foundational standards:**

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| \*K – KRF1a  KRF1d  KRF2a  KRF2b  KRF3a | \*\*1st – KRF1d  KRF2e  KRF3c  KRF4 | \*\*\*2nd – 1RF2b  1RF2d  1RF3e  1RF4b |  |
| \*\*\*\*3rd – 2RF3c  2RF3f  2RF4b | +4th – 3RF3a,b,c,d  3RF4a,b,c | ++5th – 4RF3a  4RF4c |  |